

This project is important, not only because of the gatehouse's historic value to the community, but also because of the impact participating in its restoration has had on Joanna Lubkin. I hope that Joanna's experience will encourage other young people to get involved in their community.

Mr. Speaker, I submit to you a copy of Joanna Lubkin's remarks for the RECORD:

My name is Joanna Lubkin and I have been an active part of the Student Historic Preservation Team for about a year. I hope to see this project out to the end and beyond. Being in SHPT has really changed my outlook on life and the world around me. I have met many new friends and have been able to meet with city officials and have conversations with them about our generations vision for the future. For once I felt that I could really make a difference in our community.

When Ms. Coe told my class about the Gatehouse and its role in the making of our city and its sad story of neglect, I felt compelled to join the club, if nothing else to learn some more about the history of Nashua. Over that school year, I learned about more than just my city's past, I realized that we cannot hope to achieve a new future without maintaining the links to our past. I accomplished things that I didn't think I'd ever be able to do, (or want to do for that matter—but I had a blast!) such as editing the first issue of our newsletter.

I also spent many hours fundraising and planning with the group. During that time, I often found myself thinking about what a monumental task it was that we were trying to accomplish, but the more I thought about it, the more I felt proud to be a part of such a group of people.

I'll never forget how nervous I was at the first Charrette that we held at City Hall. Other older members in the group had meetings with big professionals like this before, but for me, I had never even been in City Hall except once on a tour. The feeling I had when I saw the other adults in the room nodding in agreement with our plans was almost indescribable. Until then, I had this tiny voice in the back of my head saying, "What are you nuts? You're a kid! No one's going to listen to you." But they did listen. And for once someone thought of kids not as a bunch of little gremlins to keep control of, but as real people who could be just as serious as any adult.

I look at things now from a point of view where if there is something that I see as unjust I can do something to make a difference. I find myself sticking up for other kids more often now and voicing my opinions about what is going on in the world. I realize that I can no longer be a passive person who sits and watches the news and says, "Wow. Wish I could do something like that." I have the chance to actually be the person making the news, and that I can really do things to help other people.

JOANNA LUBKIN,
SHPT Member.

PERSONAL EXPLANATION

HON. EVA M. CLAYTON

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 23, 1999

Mrs. CLAYTON. Mr. Speaker, on Tuesday, September 21, 1999 I was in my district assisting my constituents with the devastation of Hurricane Floyd.

Had I been present, the following is how I would have voted: Rollcall No. 427 (H.R.

2116) "aye"—Veterans' Millennium Health Care Act; rollcall No. 428 (H.R. 1431) "aye"—Coastal Barrier Resources Reauthorization; and rollcall No. 429 (H.R. 468) "aye"—Saint Helena Island National Scenic Area Act.

DOLLARS TO THE CLASSROOM

HON. JOSEPH R. PITTS

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 23, 1999

Mr. PITTS. Mr. Speaker, today, I am introducing the Dollars to the Classroom Resolution, to benefit schoolchildren and teachers all across this country, by calling on education agencies at all levels to get 95 percent of federal education dollars into the classrooms of this country. A similar resolution passed the House 310–99 in the 105th Congress.

Further, the Dollars to the Classroom Act language to codify the principles in the resolution also passed the House in the 105th Congress.

I have been working on this legislation because I believe in the importance of doing all that we can to improve the academic achievement of our public school children. How is this accomplished? We believe that empowering the teachers and bolstering the classroom resources of our kids directly improves their learning process.

When we think of our children's efforts to learn, we often think of the tools that go into forming and shaping their young minds: tools like books, globes, computers . . . and things like flash cards, spelling tests, and calculators. We do not think of bureaucratic programs and stacks of paperwork. Yet, many of our federal dollars that go to elementary and secondary education do not reach our kids. That's why Dollars to the Classroom is so important. This is a simple concept. Instead of keeping education dollars here in Washington, let's ensure that 95 cents on every federal dollar is sent directly to parents, teachers, and principals who are truly helping our children in the learning process.

Passage of the Dollars to the Resolution, followed by the Dollars to the Classroom Act would mean millions in new dollars for schoolchildren across the country.

This is the next common sense step in our efforts to improve public education for the students of the next millennium.

RACIAL TERRORISM AT FLORIDA A&M UNIVERSITY

HON. ALLEN BOYD

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 23, 1999

Mr. BOYD. Mr. Speaker, many of you have seen in the Washington Post today that Florida A&M University, a historically black college in Florida's Second Congressional District, has been targeted by a racist bomber. In the last month, the school has received several bomb threats and has suffered two random blasts in an administrative facility and an academic building. While we are grateful that none of the students or faculty have been injured in these horrible incidents, a caller to a local tele-

vision station, using racial slurs and profanity, indicated that these two bomb blasts are "just the beginning."

This racial terrorism has brought classes at Florida A&M to a halt, frightened students and faculty, and stunned the surrounding Tallahassee community. Following this most recent bombing, I spoke with the President of Florida A&M, Dr. Frederick Humphries, about his efforts to avoid further tragedy. With the assistance of local and federal law enforcement officers, school officials have been working to improve security and identify suspects. Dr. Humphries has increased mechanical surveillance and the number of police officers patrolling campus. However, as with any large school, the challenge of scouring every inch of campus is monumental.

Today, I ask for your prayers and support for my constituents whose lives have been turned upside down by this evil plot. Florida A&M has a history of excellence, and the school's efforts to provide superb educational opportunities to its students should not be hindered by the acts of one hateful individual. I pray that these terrorist acts will not only be brought to a quick demise, but they will also serve to unite the Tallahassee community against the racial hatred of a select few.

CONFERENCE REPORT ON S. 1059, NATIONAL DEFENSE AUTHORIZATION ACT FOR FISCAL YEAR 2000

SPEECH OF

HON. DUNCAN HUNTER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 15, 1999

Mr. HUNTER. Mr. Speaker, I would like to express my strong support for the National Defense Authorization Act for Fiscal Year 2000, S. 1059, which includes legislation to reform the Department of Energy (DOE) to ensure the security of our strategic nuclear defense.

I rise today to address the concern that by creating the National Nuclear Security Administration (NNSA) there may be a negative effect on Defense Facilities Closure Projects. In fact, the language establishing the NNSA is intended to complement the ongoing work at Closure Project sites rather than to hinder it.

Specifically, the NNSA should have a positive effect at Closure sites because a greater priority will be placed on the consolidation of defense program and material disposition inventories from Closure sites to other DOE facilities with an ongoing national security mission. In addition, the creation of the NNSA does not impact the funding structure of the Environmental Remediation and Waste Management activities.

Part of the reason we have seen progress at the Closure sites has been the use of integrated funding under a separate Closure Projects line item and the Department should continue this approach in order to ensure that Closure sites retain maximum funding flexibility and expedited nuclear materials movement.